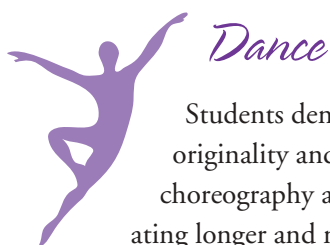


Grade Seven

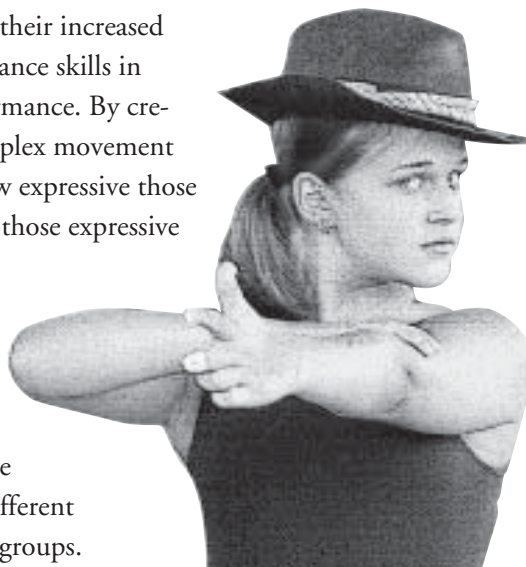
Seventh-grade students have attained basic knowledge and skills in the four arts disciplines that prepare them for in-depth exploration of the arts. In dance, music, theatre, and the visual arts, they expand their ability to express their vision and opinions with differing perspectives. And by refining the foundational skills they have been developing since kindergarten, they can apply them in meaningful, creative ways. During this transitional time of change for students, they should be provided with a curriculum that honors and values them as individuals.

Students reflect on their own creative works and those of others as they begin to convey meaning and develop their own criteria. They continue to learn what is required of them individually as they work cooperatively in groups and ensembles and become part of a creative team. By deepening their knowledge of content and practicing their skills, they learn to express themselves as individuals and within the group. They need not only opportunities to explore but also increased structure and technique as well as practice in self-assessment and reflection on their work. By learning how to render positive and thoughtful feedback to themselves and their peers, they gain a skill that will benefit them throughout their lives.

Engaged in more in-depth research and analysis, students examine many different dance styles and elements of music used in works from various styles and cultures. They also analyze the dramatic elements in a script and discuss how the principles of design in the visual arts, such as line, color, and space, contribute to the expressive quality of their own work.



Students demonstrate their increased originality and performance skills in choreography and performance. By creating longer and more complex movement sequences, they come to realize how expressive those movements can be. They verbalize those expressive qualities as they describe movements observed in the dancing of others and in their everyday lives and incorporate music into their movement sequences and choreography. They also discuss the function of dance as observed in different countries and among different age groups.





Music

Students sing and perform various styles of music from different cultures to improve their technical accuracy. They learn to discern how musical elements, such as tonality and intervals, vary according to culture and style and study larger and more complex operatic and fugue forms. By applying their vocal or instrumental skills, they can perform a repertoire of music; and their study of music from many styles and cultures helps them compose and arrange original works. Further, by comparing and contrasting two works performed by different musicians or performing groups, they can apply their skills in aesthetic valuing and artistic perception.



Theatre

Students learn and practice directing skills and work to improve their acting techniques. As they analyze the dramatic elements used by scriptwriters, they learn the vocabulary of the theatre and the elements of scriptwriting. Keeping a rehearsal script notebook, they write down directions and blocking notes as a play is being produced. As they compare and contrast various theatre styles used in different countries and time periods, they learn the value of theatre in communicating, enabling them to explain how theatre is influenced by culture.





Visual Arts







Students focus on developing a series of related works to express a personal statement. As they develop their works, they describe how their application of the elements of art and principles of design contribute to what they want to express. Aware that art is not created in isolation, they compare and contrast works from different time periods and cultures and reflect on the artists' styles in relation to time and place. In the process they are identifying what they believe to be important to look for in works of art and what criteria they want to apply as they critique those works.











Key Content Standards Grade Seven

Dance	Music	Theatre	Visual Arts
 <p>1.2 (<i>Artistic Perception</i>) Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.</p> <p>1.5 (<i>Artistic Perception</i>) Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)</p> <p>2.3 (<i>Creative Expression</i>) Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.</p> <p>3.1 (<i>Historical and Cultural Context</i>) Identify and perform dances from countries studied in the history-social science curriculum.</p> <p>4.1 (<i>Aesthetic Valuing</i>) Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).</p> <p>5.2 (<i>Connections, Relationships, Applications</i>) Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).</p>	 <p>1.4 (<i>Artistic Perception</i>) Sight-read melodies in the treble or bass clef (level of difficulty: 1 on a scale of 1–6).</p> <p>1.5 (<i>Artistic Perception</i>) Analyze and compare the use of musical elements representing various genres, styles, and cultures, emphasizing tonality and intervals.</p> <p>2.1 (<i>Creative Expression</i>) Sing a repertoire of focal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 2 on a scale of 1–6).</p> <p>2.3 (<i>Creative Expression</i>) Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2 on a scale of 1–6).</p> <p>2.5 (<i>Creative Expression</i>) Compose and arrange simple pieces for voice and instruments, using additional and nontraditional sound sources, including digital/electronic media.</p> <p>4.3 (<i>Aesthetic Valuing</i>) Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.</p>	 <p>1.1 (<i>Artistic Perception</i>) Use the vocabulary of theatre, such as <i>playwright</i>, <i>rehearsal</i>, <i>dress rehearsal</i>, <i>run-through</i>, and <i>cold reading</i>, to describe theatrical experiences.</p> <p>2.2 (<i>Creative Expression</i>) Maintain a rehearsal script/notebook to record directions and blocking.</p> <p>3.1 (<i>Historical and Cultural Context</i>) Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.</p> <p>3.2 (<i>Historical and Cultural Context</i>) Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan Theatre, Kabuki theatre, Kathakali dance theatre, and <i>commedia dell'arte</i>.</p> <p>4.2 (<i>Aesthetic Valuing</i>) Explain how cultural influences affect the content or meaning of works of theatre.</p>	 <p>1.4 (<i>Artistic Perception</i>) Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.</p> <p>2.7 (<i>Creative Expression</i>) Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.</p> <p>3.2 (<i>Historical and Cultural Context</i>) Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.</p> <p>4.4 (<i>Aesthetic Valuing</i>) Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.</p> <p>5.3 (<i>Connections, Relationships, Applications</i>) Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.</p>

Grade Seven Content Standards			
Component Strand: 1.0 Artistic Perception			
Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	Music Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Theatre Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	Visual Arts Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><i>Development of Motor Skills, Technical Expertise, and Dance Movements</i></p> <p>1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.</p> <p>1.2  Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.</p> <p>1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.4 Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5  Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.</p> <p>1.3 Transcribe simple aural examples into rhythmic notation.</p> <p>1.4  Sight-read melodies in the treble or bass clef (level of difficulty: 1 on a scale of 1–6).</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.5  Analyze and compare the use of various genres, styles, and cultures, emphasizing tonality and intervals.</p> <p>1.6 Describe larger music forms (canon, fugue, suite, ballet, opera, and oratorio).</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1  Use the vocabulary of theatre, such as playwright, rehearsal, dress rehearsal, run-through, and cold reading, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify dramatic elements within a script, such as <i>foreshadowing, crisis, rising action, catharsis, and denouement</i>, using the vocabulary of theatre.</p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.</p> <p>1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).</p> <p>1.4  Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.</p>

Grade Seven Content Standards

Component Strand: 2.0 Creative Expression

Dance Creating, Performing, and Participating in Dance	Music Creating, Performing, and Participating in Music	Theatre Creating, Performing, and Participating in Theatre	Visual Arts Creating, Performing, and Participating in the Visual Arts
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</p> <p><i>Creation/Invention of Dance Movement</i></p> <p>2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.</p> <p>2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3  Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.</p> <p>2.4 Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).</p> <p><i>Communication of Meaning in Dance Through Dance Performance</i></p> <p>2.5 Demonstrate performance skill in the ability to interpret and communicate through dance.</p> <p>2.6 Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1  Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 2 on a scale of 1–6).</p> <p>2.2 Sing music written in two and three parts</p> <p>2.3  Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2 on a scale of 1–6).</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Compose short pieces in duple, triple, and mixed meters.</p> <p>2.5  Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/electronic media.</p> <p>2.6 Improvise melodies and harmonic accompaniments.</p> <p>2.7 Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.</p>	<p>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><i>Development of Theatrical Skills</i></p> <p>2.1 Use improvisation in rehearsal to discover character and motivation.</p> <p>2.2  Maintain a rehearsal script/notebook to record directions and blocking.</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.3 Create characters, environments, and actions that exhibit tension and suspense.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Develop increasing skill in the use of at least three different media.</p> <p>2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.</p> <p>2.3 Develop skill in using mixed media while guided by a selected principle of design.</p> <p>2.4 Develop skill in mixing paints and showing color relationships.</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.</p> <p>2.6 Create an original work of art, using film, photography, computer graphics, or video.</p> <p>2.7  Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.</p>



Grade Seven Content Standards			
Component Strand: 3.0 Historical and Cultural Context			
Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	Music Understanding the Historical Contributions and Cultural Dimensions of Music	Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre	Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><i>Development of Dance</i></p> <p>3.1 Identify and perform dances from countries studied in the history-social science curriculum.</p> <p><i>History and Function of Dance</i></p> <p>3.2 Explain the function of dance in daily life during specific time periods and in countries being studied in history-social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances).</p> <p><i>Diversity of Dance</i></p> <p>3.3 Explain how dance functions among people of different age groups, including their own.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Compare music from various cultures as to some of the functions music serves and the roles of musicians.</p> <p>3.2 Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, South American).</p> <p><i>Diversity of Music</i></p> <p>3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.</p> <p>3.4 Perform music from diverse genres and cultures.</p> <p>3.5 Identify instruments from a variety of cultures visually and aurally.</p> <p>3.6 Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.</p> <p><i>History of Theatre</i></p> <p>3.2 Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell'arte.</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>Role and Development of Visual Arts</i></p> <p>3.1 Research and describe how art reflects cultural values in various traditions throughout the world.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.</p>

Grade Seven Content Standards

Component Strand: 4.0 Aesthetic Valuing

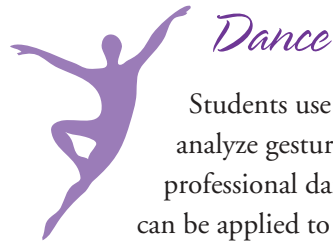
Dance Responding to, Analyzing, and Making Judgments About Works of Dance	Music Responding to, Analyzing, and Making Judgments About Works of Music	Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences	Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).</p> <p>4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.3 Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered.)</p> <p>4.4 Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theater in the round).</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.</p> <p>4.2 Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.</p> <p><i>Derive Meaning</i></p> <p>4.3 Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1 Design and apply appropriate criteria or rubrics for evaluating the effective use of masks, puppetry, makeup, and costumes in a theatrical presentation.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Explain how cultural influences affect the content or meaning of works of theatre.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>Derive Meaning</i></p> <p>4.1 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.</p> <p>4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.</p> <p><i>Make Informed Judgments</i></p> <p>4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.</p> <p>4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.</p> <p>4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.</p>



Grade Seven Content Standards			
Component Strand: 5.0 Connections, Relationships, Applications			
Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Music Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Theatre Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Visual Arts Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).</p> <p>5.2  Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.3 Appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities.</p> <p>5.4 Research and compare careers in dance and dance-related fields.</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i></p> <p>5.1 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.</p> <p>5.2 Identify and describe how music functions in the media and entertainment industries.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.3 Identify various careers for musicians in the entertainment industry.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><i>Connections and Applications</i></p> <p>5.1 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture</p> <p>5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.</p> <p><i>Visual Literacy</i></p> <p>5.3  Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.</p>

Grade Eight

Eighth-grade students have a foundation in each of the four arts disciplines that serves as a springboard into deeper study and broader views of the world and the role the arts play in people's lives. They also have the vocabulary needed to converse about the arts in school and in social settings. With their deepened understanding of the different cultural dimensions in the arts, they find their voice in an ever-changing world. And having ample opportunities to collaborate with other students with the same interests in the arts, they can determine more fully their own points of view and artistic choices. Given opportunities to apply their artistic abilities to creating and performing in the arts, they are prepared for constructive feedback from their teachers and their peers. In all the arts they are now prepared to compare how artists in each of the arts disciplines use their own source to convey an idea or emotion. For example, they might reflect on such things as patriotism or football as expressed in a song, a statue, a monologue, or a dance performance.



Students use their perceptual skills and dance vocabulary as they analyze gestures and movements they observe in live or recorded professional dance performances. What they learn from this analysis can be applied to their own creation, performance, and documentation of a personal repertoire of dance movements, patterns, and phrases. Using their analytical skills, they compare and contrast different kinds of dances that they learn and perform in class. And they can explain how dance provides positive health benefits.



Students use their increased vocabulary to explore in depth how musical elements are used in music of different styles from various cultures, especially the use of chords and harmonic progressions. As they sing or perform on an instrument, they practice sight reading at a more difficult level and are evaluated for their accuracy and expressive quality. Now they have the musical background needed to compose short pieces in various meters.



Theatre

Students' increased vocabulary and ability to identify and analyze recurring themes and patterns in a script help the students make production choices as they design and direct a play. Because they have learned about various styles of theatre, such as melodrama and musical theatre, they can create short dramatizations in those styles. By practicing several different techniques of acting, they can improve their skills in character development. Further, they describe how theatre has portrayed moments in American history and explain how technological advances have changed American theatre. Because of their work in aesthetic valuing, they are prepared to write a formal review of a theatrical production.

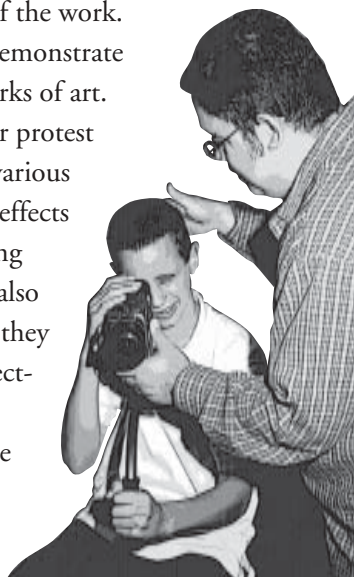
Visual Arts



Students combine their skills in artistic perception and aesthetic valuing to analyze and justify the artistic choices they make about their own work and determine how those choices contribute to the expressive quality of the work.





In both art media and processes, they demonstrate increased technical skills as they create works of art.







Learning how art can make a social comment or protest a social condition in their research of art from various times and places affects their discussions of the effects on society of all visual communication, including television, videos, film, and the Internet. They also become aware of the power of the visual arts as they design a public artwork appropriate to and reflecting the location for which it is designed. Their ability to present a reasoned argument about the artistic value of a work of art can be applied to the works they create or the works of others past or present.













Key Content Standards Grade Eight





Dance	Music	Theatre	Visual Arts
 <p>1.2 (<i>Artistic Perception</i>) Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.</p> <p>1.4 (<i>Artistic Perception</i>) Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.</p> <p>2.2 (<i>Creative Expression</i>) Expand and refine a personal repertoire of dance movement vocabulary.</p> <p>2.4 (<i>Creative Expression</i>) Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).</p> <p>3.2 (<i>Historical and Cultural Context</i>) Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).</p> <p>5.1 (<i>Connections, Relationships, Applications</i>) Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, researching, practicing).</p>	 <p>1.4 (<i>Artistic Perception</i>) Sight-read accurately and expressively (level of difficulty: 2 on a scale of 1–6).</p> <p>1.5 (<i>Artistic Perception</i>) Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.</p> <p>2.1 (<i>Creative Expression</i>) Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).</p> <p>2.3 (<i>Creative Expression</i>) Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).</p> <p>2.4 (<i>Creative Expression</i>) Compose short pieces in duple, triple, mixed, and compound meters.</p> <p>5.1 (<i>Connections, Relationships, Applications</i>) Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.</p>	 <p>1.1 (<i>Artistic Perception</i>) Use the vocabulary of theatre, such as <i>ensemble</i>, <i>proscenium</i>, <i>thrust</i>, and <i>arena staging</i>, to describe theatrical experiences.</p> <p>2.1 (<i>Creative Expression</i>) Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.</p> <p>2.2 (<i>Creative Expression</i>) Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.</p> <p>3.1 (<i>Historical and Cultural Context</i>) Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).</p> <p>4.1 (<i>Aesthetic Valuing</i>) Develop criteria and write a formal review of a theatrical production.</p>	 <p>1.2 (<i>Artistic Perception</i>) Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.</p> <p>2.4 (<i>Creative Expression</i>) Design and create an expressive figurative sculpture.</p> <p>3.1 (<i>Historical and Cultural Context</i>) Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.</p> <p>3.2 (<i>Historical and Cultural Context</i>) Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.</p> <p>4.5 (<i>Aesthetic Valuing</i>) Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.</p> <p>5.3 (<i>Connections, Relationships, Applications</i>) Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.</p>

Grade Eight Content Standards			
Component Strand: 1.0 Artistic Perception			
Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	Music Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Theatre Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	Visual Arts Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><i>Development of Motor Skills, Technical Expertise, and Dance Movements</i></p> <p>1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.</p> <p>1.2  Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.</p> <p>1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.4  Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.</p> <p>1.3 Transcribe aural examples into rhythmic and melodic notation.</p> <p>1.4  Sight-read accurately and expressively (level of difficulty: 2 on a scale of 1–6).</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.5  Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.</p> <p>1.6 Describe larger musical forms (e.g., symphony, tone poem).</p> <p>1.7 Explain how musical elements are used to create specific music events in given aural examples.</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1  Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.</p> <p>1.3 Analyze the use of figurative language and imagery in dramatic texts.</p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Use artistic terms when describing the intent and content of works of art.</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.2  Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.</p> <p>1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.</p>

Grade Eight Content Standards



Component Strand: 2.0 Creative Expression

Dance Creating, Performing, and Participating in Dance	Music Creating, Performing, and Participating in Music	Theatre Creating, Performing, and Participating in Theatre	Visual Arts Creating, Performing, and Participating in the Visual Arts
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</p> <p><i>Creation/Invention of Dance Movement</i></p> <p>2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.</p> <p>2.2  Expand and refine a personal repertoire of dance movement vocabulary.</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).</p> <p>2.4  Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).</p> <p><i>Communication of Meaning Through Dance Performance</i></p> <p>2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.</p> <p>2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal or Instrumental Skills</i></p> <p>2.1  Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).</p> <p>2.2 Sing music written in two, three, or four parts.</p> <p>2.3  Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4  Compose short pieces in duple, triple, mixed, and compound meters.</p> <p>2.5 Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/electronic media.</p> <p>2.6 Improve melodic and rhythmic embellishments and variations in major keys.</p> <p>2.7 Improve short melodies to be performed with and without accompaniment.</p>	<p>Students apply processes and skills in acting, directing, designing, and script-writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><i>Development of Theatrical Skills</i></p> <p>2.1  Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2  Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).</p> <p>2.2 Design and create maquettes for three-dimensional sculptures.</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.3 Create an original work of art, using film, photography, computer graphics, or video.</p> <p>2.4  Design and create an expressive figurative sculpture.</p> <p>2.5 Select a medium to use to communicate a theme in a series of works of art.</p> <p>2.6 Design and create both additive and subtractive sculptures.</p> <p>2.7 Design a work of public art appropriate to and reflecting a location.</p>

Grade Eight Content Standards			
Component Strand: 3.0 Historical and Cultural Context			
Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	Music Understanding the Historical Contributions and Cultural Dimensions of Music	Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre	Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><i>Development of Dance</i></p> <p>3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.</p> <p><i>History and Function of Dance</i></p> <p> 3.2 Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).</p> <p><i>Diversity of Dance</i></p> <p>3.3 Describe the roles of males and females in dance in the United States during various time periods.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures.</p> <p>3.2 Identify and explain the influences of various cultures on music in early United States history.</p> <p>3.3 Explain how music has reflected social functions and changing ideas and values.</p> <p><i>Diversity of Music</i></p> <p>3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.</p> <p>3.5 Perform music from diverse genres, cultures, and time periods.</p> <p>3.6 Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p> 3.1 Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).</p> <p><i>History of Theatre</i></p> <p>3.2 Identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light).</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>Role and Development of the Visual Arts</i></p> <p> 3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.</p> <p> 3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.3 Identify major works of art created by women and describe the impact of those works on society at that time.</p> <p>3.4 Discuss the contributions of various immigrant cultures to the art of a particular society.</p>



Grade Eight Content Standards

Component Strand: 4.0 Aesthetic Valuing

Dance Responding to, Analyzing, and Making Judgments About Works of Dance	Music Responding to, Analyzing, and Making Judgments About Works of Music	Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences	Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).</p> <p>4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.</p> <p>4.2 Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.</p> <p><i>Derive Meaning</i></p> <p>4.3 Explain how and why people use and respond to specific music from different musical cultures found in the United States.</p> <p>4.4 Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1  Develop criteria and write a formal review of a theatrical production.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>Derive Meaning</i></p> <p>4.1 Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.</p> <p>4.2 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.</p> <p>4.3 Construct an interpretation of a work of art based on the form and content of the work.</p> <p><i>Make Informed Judgments</i></p> <p>4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.</p> <p>4.5  Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.</p> <p>4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.</p>

Grade Eight Content Standards

Component Strand: 5.0 Connections, Relationships, Applications

Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Music Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Theatre Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Visual Arts Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Identify and compare  how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, researching, practicing).</p> <p>5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.3 Research and explain how dancers leave their performing careers to enter into alternative careers.</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i></p> <p>5.1 Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.</p> <p>5.2 Describe how music is composed and adapted for use in film, video, radio, and television.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.3 Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use theatrical skills to present content or concepts in other subject areas, such as creating a video on cellular mitosis.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><i>Connections and Applications</i></p> <p>5.1 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.</p> <p>5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.</p> <p><i>Visual Literacy</i></p> <p>5.3 Demonstrate an  understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.</p>